

# Welcome to the Curriculum Development in Family and Consumer Sciences Course



Welcome



Sponsored by funding from  
Carl Perkins Vocational Act

This professional development opportunity is being sponsored by leadership funds made available through the Carl Perkins Vocational Act. Happy to join with Central Missouri State University in order to make credit available.

Introduce Sandra Dassenko



- Irene is recently retired from the Kansas Dept. of Ed. Where she was the FCCLA State Advisor
- Prior to this she was the director the development of the Kansas State Nutrition and Wellness Curriculum project-Personal and Family Wellness
- Taught high school 26 years
- Taught classes for Kansas State University and Pittsburg State
- Lives in Lyndon, Kansas with Bill her husband of 37 years & is a retired school counselor
- Enjoys reading, camping, visiting family and friends and most importantly for us today—thinking out of the box

## Getting to Know You

- State your name
- District & 9-12 student population
- Years of experience teaching FCS
- On a scale of 1-4, rate your comfort level using critical thinking as a strategy  
(1 least and 4 very comfortable)

In order for Irene to know a little about our wonderful Missouri teachers, please introduce yourselves by giving the following information

## What we hope to provide during these two days

### In-service description

Design of course curriculum for family focused or career focused family and consumer sciences education program including theory, principles, development and implementation, national and state standards, trends and issues.

Why this class or the rationale for it.

- Everyone here has several things in common—at one time, I would have said it is a degree in FCS from a traditional BS program- - this is no longer true - - some of you may have taken the PRAXIS to get here

Commonality– teaching FCS this fall so curriculum MUST address the MSIP Process standard for Instructional Design & Processes.

- Findings during first & second year of Cycle III indicated more emphasis & professional development is needed on curriculum alignment. Last summer, Dr. Wesley Bird, Dir. Curriculum & Technology Integration and Education Math Consultant made a presentation during summer conference introducing the basics of curriculum alignment.

- We think FCS teachers want a more hands-on approach and the opportunity to work with a curriculum specialist in FCS content. With this mind, we worked with Irene and two of the teacher leaders in developing this workshop.

## What we hope to provide during these two days



### In-service objectives

1. Design a curriculum that will provide standards based content delivery and assessment.
2. Integrate leadership development into the curriculum through FCCLA program and projects.

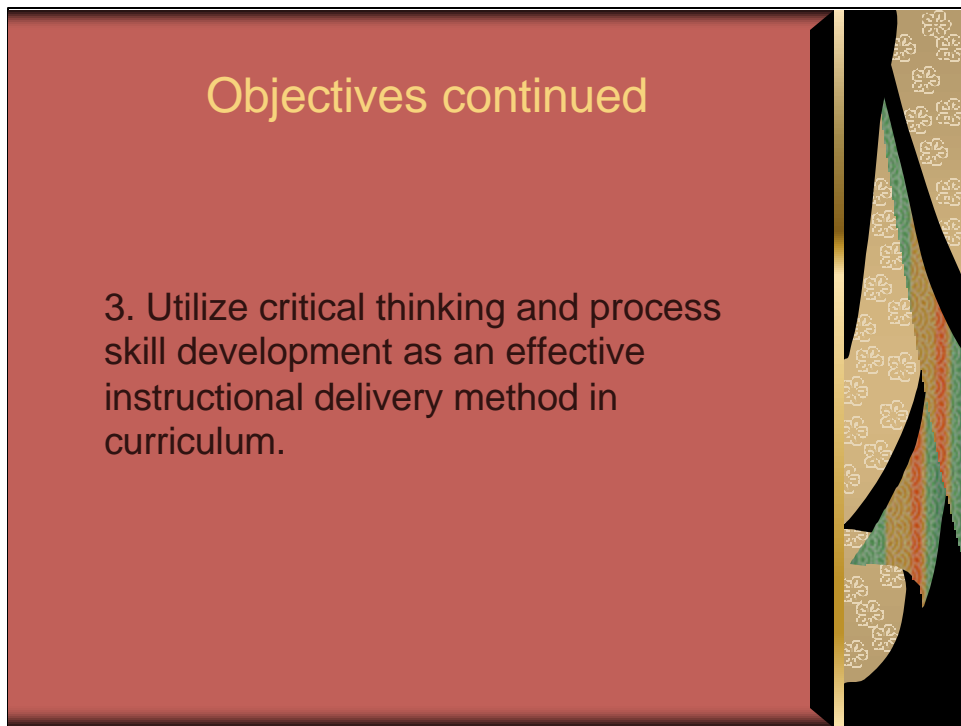
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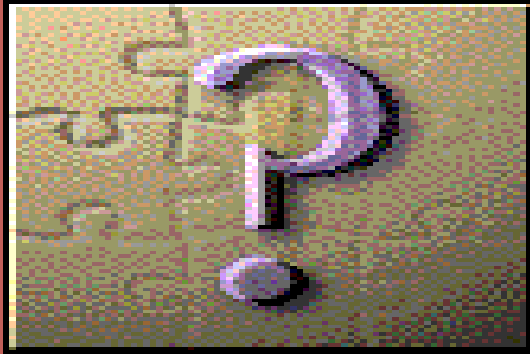
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Where does the curriculum piece fit into the program development puzzle?

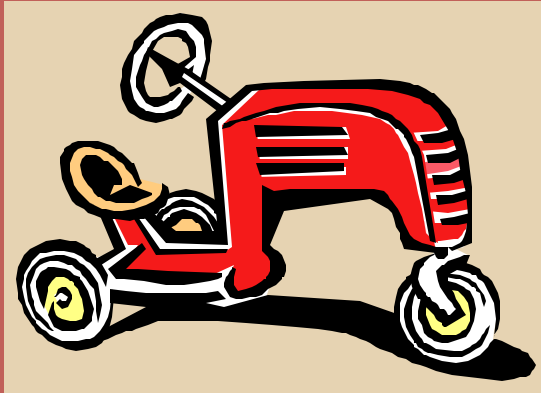


Actually, before you develop the curriculum for the program there other things that need to be done—

1. need for the program established
2. development of program philosophy, goals, etc.
3. and THEN the curriculum.



## Curriculum Drives the MSIP Process Standards



Ask an administrator where curriculum fits and most likely you will get the response phrased in points—

It is the first Process Standard -**Instructional Design & Processes** – includes curriculum & instruction

There are 4 points/each sub standard = 36 points

Curriculum is 4 points but it is the component that gets STAR billing and it should!

Curriculum drives Process standards for MSIP so we are going to start with the role of curriculum

Ronna and Karen will address the role of philosophy, goals in second section



The first Process Standard 6.1 Instructional Design and Practices is the curriculum standard

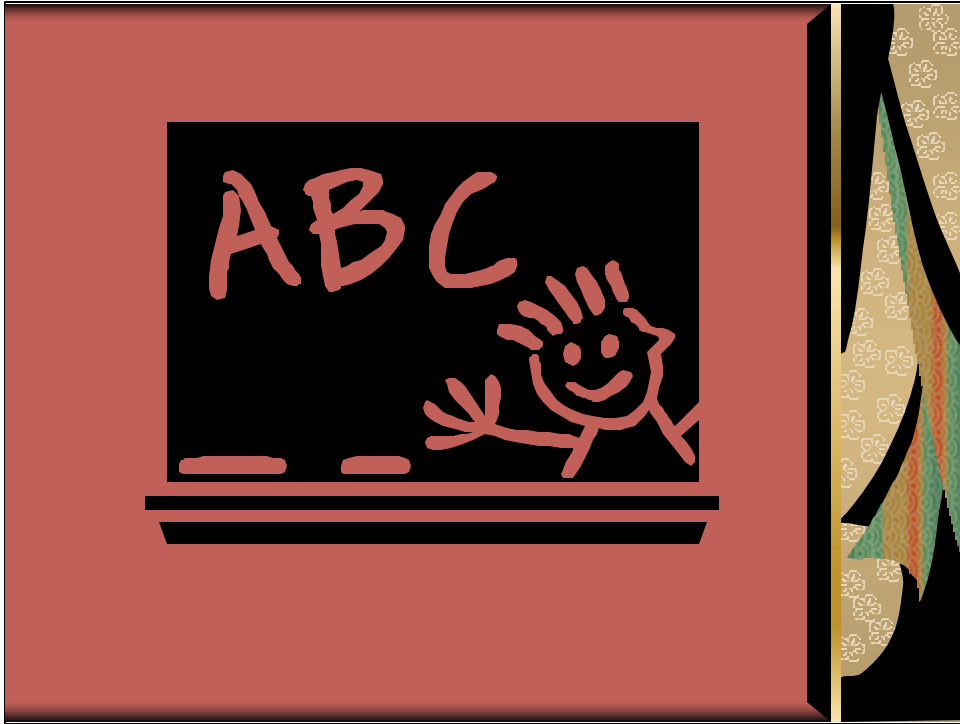
MSIP 6.1.1 “ Each written curriculum guide must include alignment of the measurable learner objectives for each course to the knowledge, skills, and competencies that students need to meet the district’s goals and the Show-Me Standards.”

Vocational education curriculum is reviewed under Standard 6.1 applying the same compliance criteria that is used for all other subject areas

Activities and assessments for vocational curriculum this past year was considered under the vocational standard 7.3

**Translated into the point system:** the district would not lose a point under 6.1 if activities and assessments were not in place since the requirement of activities and assessments for all courses are not being required until 2004.

**BUT for vocational education:** it has been a requirement for sometime and if they are not in place, there is the potential the district will lose 1 point allocated to vocational ed. As well as some points from 6.1



Alignment of curriculum is implicit in this standard but was not reviewed very closely during the second cycle of the Missouri School Improvement Program (MSIP).

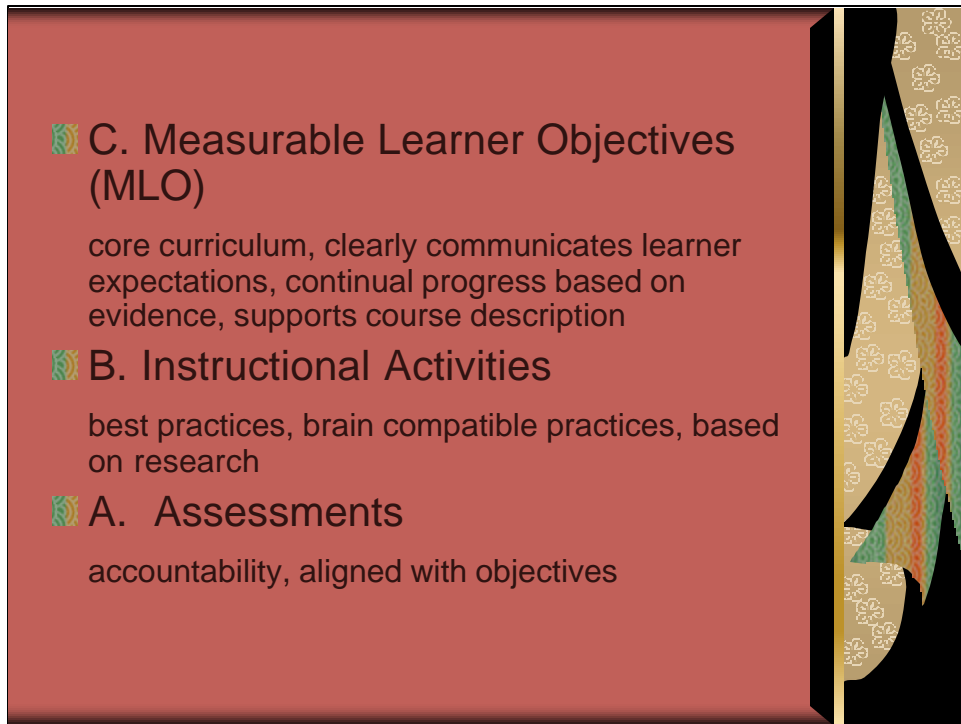
During cycle III more emphasis is put on alignment—in **specific external alignment and internal alignment**

The ABC's of Alignment are linking curriculum, assessment, and instruction;

**Reviewers are looking for the alignment of the three required components :**

1. **A= Measurable learner objectives (MLOs)**
2. **B= Instructional activities B= benchmarks, best practices, behaviors, brain compatible practices**
3. **C= Assessments accountability, aligning actions with the target, action plan**

Cross-referencing continues to be a required component of alignment during the third cycle



**The ABCs in reverse really Use the Check list for Quality Measurable learner objectives**

- **C=Measurable learner objectives (MLOs)** Good curriculum calls for an alignment of the measurable learner objectives for each course at each grade level to the knowledge, skills, and competencies that students need to meet the district's goals and the Show-Me Standards. Really the 3 Cs **C= core curriculum, clearly communicates learner expectations, continual progress** MLOs are descriptions of expected learner outcomes in terms of observable learner behavior
- 2. **B= Instructional activities** There must be an alignment of the instructional strategies learning activities are matched to objectives, student development levels and achievement **B= benchmarks, best practices, behaviors, brain compatible practices**
- 3. **A= Assessments** specific assessments (including performance-based assessments) for a majority of the learner objectives.  
**A= assessment, accountability, aligning actions with the target, action plan**

## The Mystery of External Alignment

Measurable learner objective

Related activities

Assessments reflect Show-Me Process  
& Knowledge Standards at  
appropriate learning level

May also reflect other national  
standards

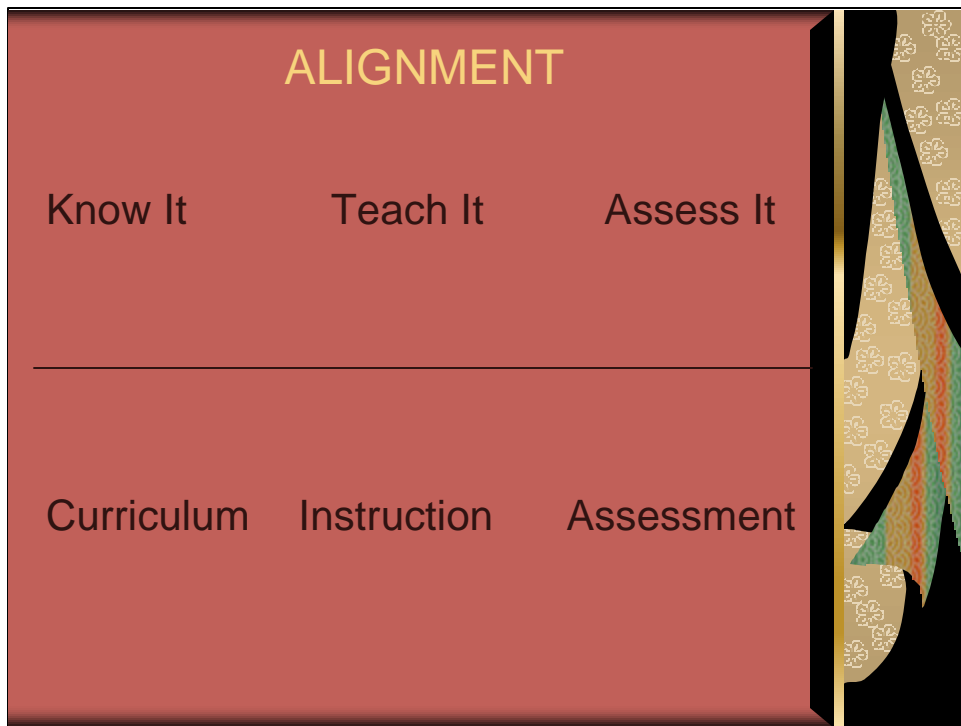
Relating the objective, activity and assessment to the Frameworks for Curriculum development is another option

## Mystery of Internal Alignment

Close relationship among measurable learner objectives, instructional activities, and assessments

All must have external alignment to the Show-Me Standards or Curriculum Frameworks

When the learner objectives, activities and assessments aligned, the assessments test the knowledge and skills described in the learner objective



Alignment in summary:

Know IT content is defined by the curriculum

Teach IT instructional activities that are used to facilitate student learning of the content

Assess IT variety of methods used to determine if students know and are able to do it



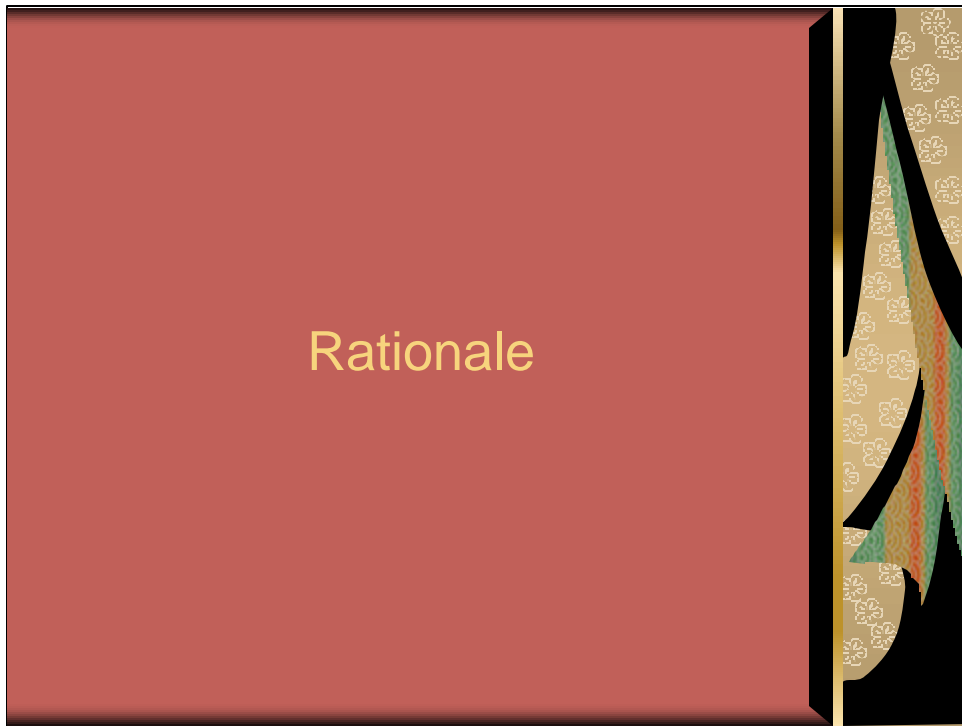
## The 8 Required Curriculum Components

MSIP Defines the Components that must be in each written curriculum

Again, the required components for academic and vocational curriculum are identical- more about this in session 2,3, & 4

The components are:





1. **Rationale** - - which relates the general goals of each subject area and course to the district's mission and philosophy  
(See p. 10 in Missouri Department of Elementary & Secondary Curriculum Sampler on the DESE Website)



**2. Course Description** - - a general description of the content of each subject area at the elementary level and each secondary level course

**See p. 21 Curriculum Sampler**



**Graduate Goals**—need general graduate goals for graduates in each subject area— for example Math, Family and Consumer Sciences, Health, English. Goals may be that the guides have appropriate cross-references to either the Show-Me Standards (process AND content) or the curriculum Frameworks AND if the local board has adopted guides--; district may have their own graduate goals, but there MUST be graduate goals for each subject area.

If the courses (Consumer Resource Management, Family/Individual Health, Nutrition and Wellness etc.) within the Family and Consumer Sciences program have the competencies cross walked to the Show Me Content and Process standards, course content goals are also met.



## Alignment to the Show Me Standards

**4. Alignment to the Show Me Standards--** the measurable learner objectives for each course at each grade level to the knowledge, skills, and competencies that students need to meet the district's goals and the Show-Me Standards.

There must be an alignment of

1. The instructional strategies and
2. Specific assessments (including performance based assessments) for a
3. Majority of the measurable learner objectives (MLOs)



## Measurable Learner Objectives

5. **Measurable Learner Objectives (MLOs)**– specific, measurable learners objectives for **EACH COURSE** at each grade level giving evidence that the individual learner objectives have been **articulated** by grade level/course sequenced (**all learner objectives should be cross-referenced to the Show-Me Standards or to the Curriculum Frameworks & of course to FCS competencies**)

Debbie will address developing measurable objectives more in-depth.



## Instructional Strategies

6. **Instructional Strategies—(activities)** for a majority of the learner objectives **NOT ALL but a majority.** Enough information should be given so activities can be duplicated by others.

Activities should be described so reader can understand what instruction is taking place in the classroom.



## Specific Assessments

### **7. Specific assessments (including performance based assessments):** for a majority of the learner objectives

Specific means that you must provide more information than the statement generic unit test, check sheet, or teacher observation-- again the reader needs to understand the intent of the assessment. A copy of the assessment may be included in the curriculum.

EX: students will work individually to organize and write a report analyzing the data from a student survey on nutritional knowlege



## Date of Board Review and Approved

### **8. Date of Board Review and Approval**

**Unfortunately, MSIP teams do NOT evaluate quality but rather check off if the components are present. BEING FCS teachers we want more-- we want and expect quality for our program and for our students.**

With this in mind, lets look at some of the indicators of a quality curriculum



## Quality Curriculum Indicators

- Curriculum is focused around the Missouri FCS and the National FCS standards (and aligned to the Missouri Show-Me Standards)
- Higher-order thinking and problem solving skills are included in each course.
- In-depth study of significant concepts is encouraged.
- What students should know and be able to do is defined through consideration of each learner objective and related activities and assessments.
- Appropriate age/developmental instructional levels are present.
- Vertical alignment/articulation between grades is apparent.
- A full-range of learning levels and styles is included.

Some indicators for a quality curriculum include:



This is a big order but not impossible—take one course at a time  
Use the help of the resources that have been provided through our office and other curriculum centers.



An excellent resource on the DESE Website is the Curriculum Sampler  
There are several different models for putting this all together and you will need do it the way your district requires but all of the components **MUST** be present.

Gasconade County R-II has several FCS examples in the Curriculum Sampler  
Also see Illinois Learning Standards Assessments for Use in FCS Classroom  
<http://www.isbe.net/curriculum/CTE/famcons.htm>

That's All Folks

